

# THE ASSESSMENT ACCOMMODATIONS MATRIX – Updated 2008



## General considerations for the use of accommodations on state and district assessments:

- Accommodations for a student with a disability must be documented on a current IEP or 504 plan.
- Accommodations should be consistent with day-to-day instructional methods.
- Accommodations should not be first introduced during testing; students should be comfortable using accommodations.
- Accommodations should enhance access without changing the skill or construct measured.
- Districts should monitor appropriate use of accommodations by comparing actual assessment accommodations received with those stated in the student's IEP or 504 plan.

## The matrix on the following pages outlines allowable assessment accommodations specific to different groups of students.

### **All Students:**

- Includes students without disabilities.
- These accommodations should be used on an **as needed** basis only.
- These options are available to students who, due to unique circumstances, may be able to demonstrate their learning more accurately through the use of accommodations.  
Examples of unique circumstances:
  - A student with a broken arm may need a scribe.
  - A student who forgot to wear eyeglasses may need a visual magnification device.

### **Students with Disabilities:**

- Students who have a current IEP or 504 plan.
- Accommodations provided for testing must be documented on an IEP or 504 plan.

### **English Language Learners:**

- For ELL students levels, 1 through 5.
- Accommodations provided for testing must be determined by the student's teacher(s).

### **Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD):**

- For students with significant cognitive disabilities whose IEP teams have determined, using the Participation Checklist (<http://dpi.wi.gov/sped/doc/form-i7a.doc>), that the student is instructed in Extended Grade Band Standards and participates in WAA-SwD.
- WAA-SwD is administered differently than WKCE; therefore, some accommodations allowed on WKCE are not applicable (N/A). For example, an individual test setting (#36) is N/A because every student takes the WAA-SwD individually as part of the standard test administration.
- Some participants in WAA-SwD may be students with disabilities who are English language learners; these students may have translations provided to them following the same guidelines for translators for WKCE.

### Allowable Test Preparation Activities and Motivational Strategies for All Students

- ❖ Teach test-taking skills: familiarize students with format of test questions and strategies for thinking through items.
- ❖ Administer practice activities.
  - WKCE Reading and Mathematics released test items: <http://dpi.wi.gov/oea/releaseitems.html>
  - WAA-SwD sample items: <http://dpi.wi.gov/oea/waa.html>
  - NAEP released items have some similarity to WKCE items: <http://nces.ed.gov/nationsreportcard/itmrsl/>
- ❖ Provide treats, snacks, or prizes, as appropriate.
- ❖ Provide verbal encouragement of students' efforts.
- ❖ Encourage students who may be reluctant to begin assessment.
- ❖ Encourage students who may be frustrated to sustain effort longer.
- ❖ Encourage students to remain on task.

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#	Accommodation	WKCE			WAA-SwD
		All Students	Students with Disabilities	English Language Learners	Wisconsin Alternate Assessment for Students with Disabilities
<b><i>I. Test Directions<sup>1</sup></i></b>					
1	Read directions aloud and reread as needed.	●	●	●	N/A
2	Use an audio recording <sup>4</sup> of directions.	●	●	●	N/A
3	Use directions that have been marked <sup>2</sup> or highlighted <sup>3</sup> by teacher or student.		●	●	N/A
4	Simplify, explain, clarify, or translate <sup>8</sup> language in directions.		●	●	●
5	Have student reread and/or restate directions in his/her own words.		●	●	●
6	Use sign language or oral interpreters for directions.		●	●	●
<b><i>II. Content Presentation</i></b>					
7	Use visual magnification devices.	●	●	●	●
8	Use audio amplification devices.	●	●	●	●
9	Use a colored overlay.	●	●	●	●
10	Use page markers (e.g., bookmark or straight edge) to maintain place.	●	●	●	●
11	Allow student to mark test book in approved locations with a #2 pencil. <sup>2</sup>	●	●	●	●
12	Allow student to mark test book in approved locations with highlighter. <sup>3</sup>		●		●
13	Turn pages for student.		●		N/A
14	Provide Braille or large-print edition of the test. a. For WKCE Braille and large-print editions, student responses must be transcribed with #2 pencil into regular test book. <sup>5</sup> b. For WAA-SwD Braille edition, student responses are recorded onto WAA-SwD answer document. <i>Note: WAA-SwD uses large-print font, so there is no separate WAA-SwD large-print edition.</i>		●		●
15	Provide an extra test book for student to view so he/she does not need to flip back and forth in test book. Answers must be recorded in one test book.		●		N/A
16	Sign questions and content to student. Not allowed on Reading test.		●		●
17	Student uses a text-talker converter. <sup>4</sup> Not allowed on Reading test.		●		●

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<b>II. Content Presentation, continued</b>					
18	For all subjects except the Reading test, read questions and content to student. Not allowed on Reading test.		•	•	N/A
19	The Reading test may be read aloud to a student in the following cases, only: a. For a student with visual impairments who is not proficient in contracted Braille, the WKCE Reading test passages and questions may be read aloud. <sup>7</sup> b. For a student with visual impairments who is not proficient in un-contracted Braille, the WAA-SwD “Read by Student” Reading test items may be read aloud. <sup>7</sup>		•		•
20	Provide a qualified translator <sup>8</sup> to translate questions and content to native language, either orally or in writing. Student responses must be documented in regular WKCE test book or WAA-SwD answer document. Not allowed on Language Arts or Reading tests. a. For Spanish and Hmong, use state-provided translation scripts (WKCE) read orally by a translator or read independently by the student.			•  •	•  N/A
21	Provide audio recording <sup>4</sup> by qualified translator <sup>8</sup> of test items in native language. Not allowed on Language Arts or Reading test.			•	N/A
22	Provide bilingual word lists or word-to-word translations. Not allowed on Language Arts, Reading, or Writing tests.			•	•
23	Read test items or provide audio recording <sup>4</sup> of test items in English that is simplified for words not related to content or vocabulary. <sup>9</sup> Not allowed on Language Arts or Reading tests.			•	•
<b>III. Response</b>					
24	Student in grade 3 or 4 uses a calculator and/or multiplication table on all sections of the Mathematics test except sections measuring computation skills (refer to the Test Administrators’ Manual).		•		N/A

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<b>III. Response, continued</b>					
25	Use graph/lined/grid paper, template, or graphic organizer (with no text) for aligning work and/or recording answers that are transcribed <sup>5</sup> into test book.	●	●	●	●
26	Use Braille writer <sup>4</sup> for recording responses, and transcribe <sup>5</sup> into WKCE test book or WAA-SwD answer document.		●		●
27	For selected response items, student indicates responses to a scribe orally, by pointing, or by using a communication device. <sup>5</sup>	●	●	●	N/A
28	For constructed response items, student indicates responses orally to a scribe. A scribe may also be used to complete the Writing prompt for a student who is unable to provide a written response that can be scored. <sup>5</sup>	●	●	●	N/A
29	Student responds orally or in writing in his/her native language and a translator <sup>8</sup> records/translates student responses into regular test book in English. <sup>5</sup> Not allowed on Writing test.			●	●
30	Student uses sign language to indicate responses to a scribe. Not allowed on Writing test. <sup>5</sup>		●		●
31	Student reads out loud to him/herself in an individual setting. No interaction with the test administrator is allowed beyond what is described in the Test Administrators' Manual.		●	●	N/A
32	Student records responses using an audio or video device. <sup>4</sup> a. Test administrator transcribes student's responses into regular test book. <sup>5</sup> Not allowed on Writing test. b. For Writing test and/or other tests, student watches/listens to his/her recorded responses <sup>4</sup> and transcribes into regular test book.	●	●	●	N/A
33	Student uses computer or word processor for recording <sup>4</sup> responses that are then transcribed <sup>5</sup> into regular test book. For the Language Arts and Writing tests, all spell- and grammar-checking devices must be turned off; for the Mathematics test, the calculator function must be turned off for non-calculator sessions.		●		●
34	Provide spelling assistance or a spell-check device, where appropriate. Not allowed on Language Arts or Writing tests.		●	●	N/A

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<b>IV. Setting</b>					
35	Provide distraction-free space or alternative location for student (e.g., study carrel, front of room) where he/she is most comfortable.	•	•	•	•
36	Student takes test in an individualized and supervised setting.	•	•	•	N/A
37	Student takes test with a small group or a different class.	•	•	•	N/A
38	Homebound or hospitalized student takes test at home or in a care facility (e.g., hospital) with district supervision.	•	•	•	•
39	Student uses adaptive furniture.	•	•	•	•
40	Student uses special lighting and/or acoustics.	•	•	•	•
41	Allow student to move, stand, or pace during individual administration.		•		•
<b>V. Timing/Scheduling</b>					
42	Breaks: allow student to take breaks without exceeding total testing time. <sup>6</sup> <i>Example:</i> The time allotment for a session of the test is one hour. Instead of scheduling the test 9:00-10:00a.m., the test may be scheduled 9:00-10:15a.m. with a 15-minute break while still maintaining one hour to take the test.	•	•	•	N/A
43	Extra time: provide extra time for any timed test, as long as a test session is completed within the same day the student started the session. <sup>6</sup> <i>Example:</i> The time allotment for a session of the test is one hour. Time may be extended for as long as the student needs to complete this session, as long as one session is completed within the same day it has been started.		•	•	N/A
44	Scheduling: allow student to test across multiple days, as long as a test session is completed within the same day the student started the session. <sup>6</sup> <i>Example:</i> Mathematics has three sessions. All sessions may be given on one day or sessions may be given over two or three days.	•	•	•	N/A
<b>VI. Other</b>					
45	Any accommodation not on this list must be submitted to DPI for approval, as it may represent a modification which changes the skill or construct being measured: <ul style="list-style-type: none"> <li>▪ All requests for an additional accommodation must be made to DPI at least two weeks before the test administration window begins, by completing and submitting the Request for Accommodation Form located at <a href="http://dpi.wi.gov/oea/dacforms.html">http://dpi.wi.gov/oea/dacforms.html</a>.</li> <li>▪ Once the request is received at DPI, it will be reviewed by a committee to determine whether the request can be approved.</li> <li>▪ DPI's approval or non-approval will be returned via fax.</li> </ul>				

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## Explanation of Footnotes

### **1 Test directions on WKCE:**

- Any portion of the test book where the word “Directions” appears in a shaded or colored box, typically at the top of a page preceding a particular section of test content.
- Item stems and test questions should not be considered directions.
- Directions may not be expanded.

**2 Marking WKCE test book with #2 pencil:** Students should not make extraneous pencil marks near answer bubbles, other than to mark one correct answer. Students should not mark in any of the follow areas in the WKCE test book:

- the student Pre-ID Barcode on barcode label,
- the timing tracks (the parallel lines along the side of the test book),
- the skunk lines (the little squares and rectangles across the bottom of each page of the test book), or
- the Litho codes (the squares and numbers across the bottom of the document on the first and last page of the test book).

### **3 Highlighters for WKCE:**

- Highlighters may only be used by students with disabilities in a manner consistent with their day-to-day instruction.
- Carefully supervise the use of highlighters as they may cause smudging of pencil marks and bubbles and, therefore, could affect scoring.
- Do not allow the highlighting of track marks, litho codes, skunk lines, barcodes, pre-slugged bubbles or any carbon black printing. The highlighters cause these black inks to blur and bleed, which could affect scoring.
- Use only a highlighter from the following list, which were tested and found to have minimal problems:
  - Avery Hi-liter (regular or thin-tipped)
  - Bic Brite-Liner
  - Sanford Major Accent
  - Sanford Pocket Accent, thin-tipped

**4 Using audio/video or electronic (e.g., word processor or text talker) recordings:** when using accommodations that involve audio, video or electronic recordings or saved files, the test administrator must ensure that the recording or file is deleted upon completion of testing for security purposes.

### **5 Use of a scribe:**

- A scribe must record student responses verbatim.
- All scribing should be done with a #2 pencil; responses scribed in ink will not be scored.
- When a student dictates responses orally to a scribe, the test must be administered in a separate, individual setting so as not to disturb other students.
- The WKCE Writing prompts measure composition, grammar, punctuation, capitalization, and spelling; therefore, a student must dictate these exactly as they are to be written.
- Translators who scribe student responses from native language to English should translate word-for-word to the extent possible for all content areas except Writing. The Writing test must be scribed in English.

If a student’s answers are documented in a manner other than the regular test book (e.g., audio recording, Braille version, computer response, etc), the following procedures must be followed to **transcribe the student’s responses**:

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- The answers must be transcribed into the regular WKCE test book or WAA-SwD answer document with a #2 pencil to be scored.
- The scribe transcribes student’s responses verbatim, including spelling, formatting, punctuation, etc.
- Test security must be maintained. After answers are transcribed, destroy all electronically-saved student responses, including audio tapes. All paper copies of student work (e.g., Braille tests, large-print tests, graph/lined/grid paper, printed copies of computer responses, etc) must be returned with non-scorable test materials.

**6Test security during breaks:** Test security must be maintained during all breaks within a testing session. To lessen the risk of a security breach occurring during these breaks, students requiring the use of restroom facilities must be escorted by either the proctor or a test examiner. In addition, students must not be allowed to use any form of wireless communication during these breaks.

**7Students who are visually impaired and are not proficient in Braille** may have the Reading portion of the WKCE and the “Read by Student” items in the WAA-SwD read aloud by a test administrator.

- The WKCE is available in contracted Braille; if a student designated by his/her IEP Team to take the WKCE is not proficient in contracted Braille and is receiving instruction in reading contracted Braille, the student may have the Reading test passages and items read by a test administrator.
- The WAA-SwD is available in un-contracted Braille; if a student designated by his/her IEP Team to take the WAA-SwD is not proficient in un-contracted Braille, the student may have the “Read by Student” items in the Reading test read by a test administrator.
- Test administrators must read in a pace and tone that is appropriate for each individual student. Careful attention must be given such that no changes in tone or inflection are detectable which might indicate a correct answer.
- Students may direct test administrators to reread a portion of a passage, test question, or answer choice as needed.

**8For students who have test items and/or directions translated into native language:**

- A qualified translator (see [http://dpi.wi.gov/oea/doc/translator\\_guidelines.doc](http://dpi.wi.gov/oea/doc/translator_guidelines.doc)) should have a Bachelor’s Degree in Modern Languages. When this is not possible, be sure that a translator has the following qualifications:
  1. mastery of the target language
  2. familiarity with both cultures
  3. extensive general vocabulary in both languages
  4. ability to express thoughts clearly and concisely in both languages
- Translators should participate in all aspects of staff training related to test administration and test security, with additional training on the guidelines described in the guidelines on the link given above.
- For more information about state provided scripts available in Spanish and Hmong for WKCE, please see <http://dpi.wi.gov/oea/ells.html>.
- In order for this accommodation to be most effective, students should have content-area knowledge in their native language.

**9Simplified English:** The test administrator providing an accommodation in which English is simplified for words not related to content or vocabulary should be familiar with the content area being tested. Example (Grade 5 WKCE Released Item) of a simplified English test item:

The sales receipt below shows the groceries that Jose purchased from the supermarket. What is the estimated cost of Jose’s groceries?

*Simplified English:* The receipt below shows the food that Jose bought from the store. Estimate how much money Jose spent on the food.

*Note: It is important that “estimate” remain in this test item because it is part of the standard which is being tested.*